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ABSTRACT

This report documents the activities undertaken to evaluate the federally sponsored prekindergarten program for educationally disadvantaged preschoolers conducted by the Saginaw, Michigan school district. This program, funded by Chapter 1 of the Education Consolidation and Improvement Act, was serving 502 children at the beginning of the 1993 school year. The process evaluation activities consisted of observations in all 15 prekindergarten classrooms, focusing on cognitive, psychomotor, and language development, as well as parent participation and education, and scheduling activities in the classroom. The observations revealed that: (1) required activities were taking place on a daily basis in 14 of the 15 classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition, although more work was needed to maintain the use of the common set of 25 objects; and (4) teachers were employing language production and enhancement techniques, but frequency varied widely by site. Three appendixes list the number of prekindergarten students by building, provide copies of the observation checklists, and record the number of times teachers employed language production and enhancement techniques. (MDM)

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ED 367 473

EVALUATION REPORT

PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1993-94

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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PREKINDERGARTEN PROGRAM
PROCESS EVALUATION REPORT

1993-94

An Approved Report of the

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December, 1993

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Introduction

Saginaw's Prekindergarten program is currently in its 24th year of operation. The program is funded through Chapter 1 of the Education Consolidation and Improvement Act (ECIA). It is designed to provide four year olds with an environment that will enable them to develop skills needed for future success in school. Most of the children come from the inner city and lack the backgrounds which would provide them with the skills needed to be successful in kindergarten.

By September 28, 1993, 502 children had been screened into the program using the standardized 27 item Prekindergarten Readiness Screening Device (PRSD) which was individually administered.* Any student who received a raw score of 18 or below was selected to participate in the program initially and those scoring higher were granted entry on the basis of need (the next most needy score) at the conclusion of the general screening. This year, the program operated in 14 elementary buildings (Webber Elementary 1.5 full-time equivalent classrooms). The staff consists of a staff supervisor, 15 teachers, 15 teacher aides, and one clerical aide.

The Prekindergarten program has a well established set of procedures that has guided its operation over its past 24 years of operation.

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*See Appendix A for a count of participants by building.

Process Evaluation Procedures

The process evaluation was conducted to monitor the program and assess whether the program was being implemented as planned. The evaluation results also assist decision makers responsible for the program with information relative to its operation. By reviewing midyear data, it is possible to identify overall program strengths and weaknesses that might influence program outcomes.

This year the process evaluation consisted of a half-day classroom observation in each teacher's classroom. The classroom observations were made to determine if cognitive, psychomotor, and parent participation/education activities proposed by the program were being carried out. In addition, classroom practices and teacher behaviors to encourage language behavior of pupils were explored.

The classroom observations were scheduled for November 10 through November 30, 1993. One of three evaluators conducted each observation using the Chapter 1 Prekindergarten Activity Checklist and Associated Language Observation Instrument (see Appendix B for copy). Evaluators were trained in the use of the checklist/observation instrument and inserviced over the various components of the prekindergarten program to help ensure consistency of the observations at the various sites.

Presentation And Analysis Of Process Findings

One entire classroom session for each of the 15 prekindergarten teachers was observed from November 10 through November 30, 1993. Four evaluators were involved in conducting the half-day observations using the Chapter 1 Prekindergarten Activity Observation Checklist and Associated Language Observation Instrument (see Appendix B for a copy). The primary focus of the observation was to determine if program activities related directly to cognitive, psychomotor, and parent participation/education product objectives were being provided. The other focus of the observations was the two language observational items related to labels on objects/shelves, and language production/enhancement techniques employed by the preschool teachers.

Each evaluator spent an average of 158.8 minutes observing in each classroom compared to maximum of 168. There were between 10 to 19 pupils in attendance per classroom observed with the modal number of children being 15. Five of the 15 (33.3%) had one or more parents helping out in the classroom. The tabulated results are presented below.

Cognitive, Psychomotor, and Parent Participation/Education Activities

Table 1 below presents the observational data related to cognitive, psychomotor, and parent participation/education activities by component and objective.

Table 1

Classrooms Displaying Activities Related to Cognitive, Psychomotor, and Parent Participation Objectives

Objective	Activity	Number and Percent of Teachers Conducting Each Activity	
		#	%
1	Properties of Object; i.e., shape, color, hardness (five senses)[a]	15	100.0
2	Social Knowledge (i.e., work roles)	10	93.3
3	Grouping and Regrouping (i.e., classification)[a]	15	100.0
3A	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections) [Subskill of 3]	15	100.0
4	Transitive Relations (i.e., length, height, weight, shades, hardness)	15	100.0
5	Temporal Ordering of Events	15	100.0
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)	14	93.3
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)	15	100.0
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)	10	66.6
9	Expressive Language: Plot Extension (i.e., predictions, cause and effect, conclusions)	14	93.3
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)[a]	15	100.0
11	Linear Order (i.e., straight lines, counting)	15	100.0
12	Copying Specific Shapes (i.e., cutting, pantomime, drawing)	15	100.0
13	Gross Motor Coordination[a]	15	100.0
14-16	Record of Parental Participation Being Maintained	15	100.0

Note: N=15. [a]These activities are to take place <u>daily</u> in all classrooms.

As can be seen in Table 1 above, the following points can be made:

- Three of four activities (1, 10, and 13) that were to take place on a daily basis according to the proposal were observed in all 15 classrooms. The grouping and regrouping activity (objective 3) was the exception and was observed in 14 of 15 (93.3%) classrooms.
- All classrooms (100%) carried out activities during the observations related to objectives 1, 3A, 4, 5, 7, 10, 11, 12, 13, and 14-16.
- Of the remaining cognitive and psychomotor activities, objectives 2, 3, 6, 8, and 9 had better than 78 percent occurrence with 66.6, 93.3, 93.3, 66.6 and 93.3 respectively.
- An up-to-date record of parental participation/education in the form of wall charts was observed in all 15 (100.0%) of the teachers' classrooms.

Language Development

The Chapter 1 Prekindergarten program also has a strong emphasis on increasing language production of preschoolers as well as displaying words throughout the classrooms to generate interest in and recognition of words and concepts. The last two items of the observation instrument dealt specifically with these issues. The items and the observational findings related to each are presented below. Following these findings a short discussion will highlight the main conclusions stemming from a review of each.

Findings related to language items. 1A. Are labels posted on objects throughout the classroom?

	Number	Percent
No	0	0.0
Yes	15	100.0

Common Set of 25 Labels Posted	Frequency
• Clock	15
• Sand table	15
• Refrigerator	15
• Puzzles	14
• Chalkboard	14
• Housekeeping	14
• Heater	14
• Record player	14
• Blocks	14
• Door	14
• Flag	13
• Lights	13
• Clock	13
• Desk	13
• Window	13
• Painting	12
• Cupboard	12
• Table	12
• Bathroom	12
• Sink	12
• Chair	12
• Science	11
• Books	10
• Truck	8
• Work bench	6

Additional Labels Posted	Frequency
• Cabinet (file)	5
• Wall	4
• Easel	3
• Stove	3
• Turkey	3
• Mirror	3
• Book (shelf/case/stand)	3
• Play house	2
• Pattern blocks	2
• Calendar	2
• Telephone(s)	2
• Unifix cubes	2
• Pencil sharpener	2

- Emergency (fire exit) 2
- Colors 2
- Shapes 2
- Barn 2
- Months 2
- Water table 2
- Tornado (exit) 2
- Mood pictures (surprise, happy, calm, upset) 2
- Exit 2
- Flannel board 2
- Slide 2
- Each of the following labels were posted in a single classroom: pictures, quiet corner, clay dough, art center, school, vehicles, McDonalds, telephone repair person, measuring tape, divider, Legos, village, bristle blocks, geo boards, cash register, typewriter, castle, light switch, soap, jump box, binoculars, fire, shades, shelf, nursery rhymes, art supplies, Thanksgiving, helicopter, fire extinguisher, fire truck, airport, airplane, doctor, nurse, practice counting, prism, magnifier, tongs, magnet, construction paper, outlet, paper towel, hook, listening, signs, hoops, popping beads, balls, wheel barrow, paint, garbage, farm animals, tree, our class, numbers, toaster, library, dominoes, wild animals, weather, happy birthday, mail box, homework, exit, helpers, piano, dresser, rocker, speaker, doctor's office, bus, fish tank, wash, paper, ferris wheel, doll corner, and dress-up.

1B. If shelves are labelled check the one that best describes this labelling.

	Number*	Percent
Picture labels on shelves storing items	1	7.1
Word labels on shelves storing items	4	28.6
Picture and word labels on shelves storing items	9	64.3
Total	14	100.0

Note: N=14. One site had no picture or word labels on any shelf.

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period.

Tables 2 and 3 below present the data by average and lowest/highest number of times respectively for the first five 30-minute blocks of time during the observation period. The sixth block of time was excluded because of variations in length of this last time block. The actual number of times language production/enhancement techniques were employed by site can be found in Appendix C.

Table 2

Average Number of Times Teachers Employed Each Language Production/Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period 1st	2nd	3rd	4th	5th	Total For Observation
• Questions						
- Open-Ended	21.3	18.9	14.1	12.8	13.3	80.4
- Closed-Ended	30.0	30.6	26.9	24.1	21.1	132.7
• Restatement of Student Produced Responses						
- Exact Statement	19.7	17.4	13.0	14.2	11.9	76.2
- With Extension	9.1	6.6	6.5	6.5	4.5	33.2
Total						
- Questions	28.8	49.5	41.0	36.9	34.4	213.1
- Restatements	28.8	24.0	19.5	20.7	16.4	109.4

Table 3

Lowest and Highest Number of Times a Teacher Employed Each Language Production/ Enhancement Technique

Language Production/ Enhancement Technique	30-Minute Period 1st		2nd		3rd		4th		5th	
	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest
• Questions										
- Open-Ended	2	60	0	36	6	33	0	47	2	29
- Closed-Ended	12	87	5	57	6	51	9	51	9	43
• Restatement of Student Produced Responses										
- Exact Statement	5	36	2	33	1	39	3	29	4	23
- With Extension	0	31	1	19	0	20	0	22	1	9

Conclusions related to the language items. A study of the language development data presented above identifies a number of possible major findings. These findings include the following:

- All 15 of the classrooms posted 3 of the 25 (12.0%) common labels. These labels were the following: closet, sand table, and refrigerator.

- Over half of the classrooms (64.3%) employ both pictures and labels on shelves where various objects are stored for classroom activities.

- Teachers employed a variety of language production/enhancement techniques to encourage children to talk more. Some interesting points relative to these techniques included:

  - Closed-ended questions are used approximately 62% of the time while open-ended questions are used approximately 38% of the time.

  - Restatement with extension accounted for approximately 30% and restatement of the exact statement accounted for the remaining 70% of all restatements of student produced responses by preschool teachers.

  - There was a wide variation between teachers in the frequency with which they employed language production/enhancement techniques (i.e., low total of 194 and high total of 559) for complete details, see Appendix C.

Summary

The Chapter 1 Prekindergarten program operated in thirteen buildings. This is the 24th year the School District of the City of Saginaw has operated the federally funded Chapter 1 program for "educationally disadvantaged" preschoolers. During the first half of the 1993-94 school year, approximately 502 children were served. Any student whose raw score was 18 or below on a standardized screening test was able to participate in the program.

The process evaluation activities consisted of an on-site half-day classroom observation at all 15 prekindergarten classrooms. The observation instrument focused on cognitive, psychomotor, parent participation/education, language development, and scheduling activities in the classrooms.

The observations of the classroom revealed the following: 1) activities to meet the objectives which are supposed to occur daily were taking place in 14 of 15 classrooms (93.3%); 2) a record of parent participation was being maintained in all 15 of the classroom sites; 3) labels were posted on objects throughout the classrooms to assist in word recognition, however, more work is necessary to maintain the use of the common set of 25 objects; and 4) teachers were employing language production/enhancement techniques but with wide variation in frequency by site.

Overall, the program is operating as planned, however, there are some areas that can be improved. Therefore, the following section presents recommendations which will help refine Saginaw's prekindergarten program.

Recommendations

Based upon the results of the on-site classroom observations and a review of the Chapter 1 proposal, the following recommendations are suggested to improve the operation of the Prekindergarten program in the future.

- Purchase the necessary items for the common set of 25 labels for teachers to use to name objects in their rooms so there will be more consistency between sites. A daily inspection by the teacher and/or aide is necessary to maintain the labels throughout the classroom.

- With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (70/30) seems fair/poor, however, a target of 50/50 would help encourage more language for children. An inservice on how to increase the frequency of restatement of student produced responses with extension may be warranted.

APPENDICES

APPENDIX A

PREKINDERGARTEN PARTICIPANTS BY BUILDING AS OF SEPTEMBER 28, 1993

Elementary Building	Number of Participants
E. Baillie	40
Coulter	26
Emerson	40
Nelle Haley	35
Heavenrich	39
Houghton	41
Jones	33
Longfellow	38
Longstreet	35
Jessie Loomis	41
Morley	20
Jessie Rouse	37
Salina	20
Webber Elementary	57
TOTAL	502

APPENDIX B

CHAPTER 1 PREKINDERGARTEN ACTIVITY
OBSERVATION CHECKLIST
1993-94

Teacher's Name _____ Observer's Name _____

Aide's Name _____ Date _____

School _____ Length of Observation _____

Number of Preschoolers _____ Number of Parents _____

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period Example
1	Properties of Object; i.e., shape, color, hardness (five senses)**		
2	Social Knowledge (i.e., work roles)		
3	Grouping and Regrouping (i.e., classification)**		
3 (Sub-Skill)	One-to-One Comparison (i.e., matching, pouring, getting coats, rearranging collections)		
4	Transitive Relations (i.e., length height, weight, shades, hardness)		
5	Temporal Ordering of Events		
6	Expressive Language: Labeling (i.e., will name various objects in room, in a picture, etc.)		

*Refer to ECIA Chapter 1 Prekindergarten Examples of Prekindergarten Activities Sheet for a detailed explanation of the types of activities.

**These activities plus some aspect of work on <u>physical knowledge</u> should be part of the <u>daily</u> classroom activity.

✓ - Occurred

APPENDIX B

Product Objective Referent Number	Type of Activity*	✓	Check if Activity Occurred During Observation Period
			Example
7	Expressive Language: Mean Length of Utterance (i.e., encourage, completeness of sentences, length, etc.)		
8	Expressive Language: Semantics (i.e., descriptors, modifiers, etc.)		
9	Expressive Language: Plot Extension (i.e., predictions cause and effect, conclusions)		
10	Eye-Hand Coordination (Gross and Fine Motor and Manipulative)**		
11	Linear Order (i.e., straight lines, counting)		
12	Copying Specific Shapes (i.e., cutting, pantomine, drawing)		
13	Gross Motor Coordination**		
14-16	Record of Parental Participation Being Maintained		

*Refer to ECIA Chapter 1 Prekindermarten Examples of activities for a detailed explanation of the types of activities.

**These activities plus some aspect of work on physical knowledge should be part of the daily classroom activity.

APPENDIX B

ASSOCIATED LANGUAGE OBSERVATION INSTRUMENT
1993-94

1. Are labels posted on objects throughout the classroom?

___ No

___ Yes If yes, please check those listed. Others (Please specify)

___	work bench	___	_____
___	puzzles	___	_____
___	flag	___	_____
___	closet	___	_____
___	painting	___	_____
___	chalkboard	___	_____
___	science	___	_____
___	housekeeping	___	_____
___	cupboard	___	_____
___	heater	___	_____
___	table	___	_____
___	truck	___	_____
___	bathroom	___	_____
___	lights	___	_____
___	clock	___	_____
___	sand table	___	_____
___	sink	___	_____
___	record player	___	_____
___	desk	___	_____
___	blocks	___	_____
___	chair	___	_____
___	window	___	_____
___	refrigerator	___	_____
___	door	___	_____
___	books	___	_____

If shelves are labeled check the one that best describes this labeling.

___ picture labels on shelves storing items

___ word labels on shelves storing items

___ picture and word labels on shelves storing items

APPENDIX B

2. Tally the number of times the following language production techniques were employed by the teacher for each 30-minute period. Record the major learning activities during each period.

   A. First 30 minutes:

      Questions -

      Open-ended (thought provoking): _____

      _____

      _____

      _____

      _____

      Closed-ended (right answer): _____

      _____

      _____

      _____

      _____

      Restatements of student produced responses -

      Exact statement: _____

      _____

      _____

      _____

      _____

      With extension: _____

      _____

      _____

      _____

      _____

      Major learning activities: _____

      _____

      _____

      _____

      _____

      _____

APPENDIX B

B. Second 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

C. Third 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

APPENDIX B

D. Fourth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

_____

E. Fifth 30 minutes:

Questions -

Open-ended (thought provoking): _____

_____

_____

_____

_____

Closed-ended (right answer): _____

_____

_____

_____

_____

Restatements of student produced responses -

Exact statement: _____

_____

_____

_____

_____

With extension: _____

_____

_____

_____

_____

Major learning activities: _____

_____

_____

_____

_____

APPENDIX B

F. Sixth 30 minutes:

Questions -

Open-ended (thought provoking): _____

Closed-ended (right answer): _____

Restatements of student produced responses -

Exact statement: _____

With extension: _____

Major learning activities: _____

APPENDIX B

(Key for Classroom Activity Observation Checklist)

ECIA CHAPTER 1 — PREKINDERGARTEN

Example of Prekindergarten Activities According to Product and Process Objectives

Type of Activity	Activity Examples	
Objective 1 - Physical Knowledge: Properties of and Appropriate Behavior for Exploring Properties of an Object (Shape, color, hardness--using the five senses. Changing shades, measuring weighing.)	-Making apple sauce, soups, cookies, etc. -Smelling and handling Fruits and vegetables -Sawing wood -Tinkertoys -Sand paper activities -Feeling activities -Snacks--(mixtures) -Snow experiments -Bubble blowing -Straw painting -Furry and other textured toys -Fast and slow inclined plane	-Paper mache -Growing plants from seeds -Cutting -Freezing -Heating -Rolling -Twisting -Frosting -Jello -Butter -Cakes -Paint mixing -Sinking and floating -Color macaroni -Play dough
Objective 2 - Social Knowledge: (World of work and roles of workers)	-Books -Field trips -Films -Visitors -Role-playing -Helpers in the room	-Community workers -School workers -Visiting patrolmen -Postman
Objective 3 - One Criterion Classification: Shifting to a Second Criterion Among an Array of Objects (grouping shifting from one criterion to another).	-Color--blocks -Shape -Size -Texture -Tone -Utility -Smell -Taste -Calendar	-Sorting -Attendance--number of girls -Attendance--number of boys -Putting toys away -Doll house -Doll dishes
Sub Skill for Objective 3 - Conservation of Number by One-to-One Comparison (gross comparison between collections; comparisons by one-to-one correspondence)	-Collections--rearrangement of -Lunch activities -Setting table -Matching -Calendar -Passing anything -Weather	-Getting coats -Right boot -Pouring activities

APPENDIX B

(ECIA CHAPTER 1—PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples
Objective 4 - Seriation: Relations Among Transitive Relationships (seriation—comparing and arranging things according to a given dimension by transitive relations)	-Length -Height -Weight -Shades of color -Hardness -Softness -Cuisenaire rods -Block tower building -Texture activities
Objective 5 - Temporal Ordering: of Three or Four Events (Structuring Time)	-Show and tell -Story—book -Role-playing -Science experiments -Calendar -Preparation art, lunch, cleanup home bound -Growth stages -Finger plays -Farmer in the Dell -Audio-visual materials
Objective 6 - Expressive Language: Labeling	-Naming pictures in storybook -Naming items in catalogues -Naming objects in house -Naming items in classroom
Objective 7 - Expressive Language: MLU (Mean Length of Utterance)	-Retelling a story -Expounding child's sentence (i.e., apple—eat apple—I eat apple—I eat an apple
Objective 8 - Expressive Language: Semantics	-Flannel board stories -Language stories -Emphasizing specific -Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors
Objective 9 - Expressive Language: Plot Extension	-Completing unfinished sentence -Adding endings to stories -Drawing inferences

APPENDIX B

(ECIA CHAPTER 1—PREKINDERGARTEN Cont.)

Type of Activity	Activity Examples	
Objective 10 - Fine Motor Activities: Eye-Hand Coordination (use of classroom tools and materials—cutting, pasting, tearing)	-Art work -Writing on the board -Finger painting -Folding -Stirring pudding -Pegboards -Pouring -Geoboards -Puzzles -Cuisenaire rods -Sorting beads and buttons -TRY -Building blocks	-Lacing -Weaving -Chalkboards -Flannel boards -Clay -Sand box -Water play -Spreading peanut butter -Coats—button and zippers -Clean up time -Finger plays -Using musical instruments
Objective 11 - Topological Relationships Concerning Linear Order (Structure of Space)	-Games—straight line -Role-playing -Manipulation of Object (rods, blocks, toys) -Poetry -Prose	-Counting days till _____ -Finger plays -Bear hunt -AAA -Ten Little Indians
Objective 12 - Copying of Specific Shapes	-Line drawings -Sand drawing -Paper cutting -Cookie cutting with clay -"Simon Says" -Tracing -Rubbing	-Pegboards -Geoboards -TRY -Writing chalkboard -Directed copying activity -Pantomime -Exercises
Objective 13 - Gross Motor Coordination: (large body movements, climbing, walking, rolling)	-Rhythms -Dancing -Jungle gym -Free play activities -Balance beam -Mats—tumbling -Play all equipment -Jumping jimmy -Jump roles—forming circles with activities -Jumping Jacks -Duck Duck Goose -Squirrel in tree	-Johnny works with one hammer -Bear hunt -Acting out Mother Goose rhyme -Rhythm Estamae -Dodge ball -Balls and skateboard -Play house -Roller skates -Snowman activities -Up the steps

APPENDIX C

Table C-1

Number of Times Chapter 1 Teachers Employed Language Production/Enhancement Techniques by Time Period and Total Classroom Observation for Each Site, November, 1993

Thirty-Minute Period Language Production/ Enhancement Techniques	SITE*														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A - First															
Open Ended	43	11	39	24	2	17	15	22	21	6	15	9	40	60	11
Closed Ended	24	41	52	20	12	18	24	19	44	12	18	23	30	87	26
Exact Statement	7	11	26	24	8	17	6	5	29	17	18	27	36	36	29
With Extension	31	13	19	5	0	9	9	5	9	4	8	4	8	4	8
B - Second															
Open Ended	15	0	36	23	3	11	18	33	21	13	24	6	27	32	21
Closed Ended	34	5	57	49	5	32	34	29	41	16	21	34	26	55	21
Exact Statement	20	2	21	15	3	29	13	13	22	18	22	33	11	30	9
With Extension	10	1	14	6	4	6	7	11	5	5	19	3	1	5	2
C - Third															
Open Ended	21	6	33	11	6	11	10	25	16	12	8	13	16	6	18
Closed Ended	33	16	51	25	19	24	17	29	46	27	21	43	35	6	16
Exact Statement	11	7	15	1	10	23	5	13	14	26	19	39	5	2	5
With Extension	20	7	12	2	7	3	3	13	8	10	4	7	1	0	0
D - Fourth															
Open Ended	18	6	28	9	0	6	7	47	16	3	10	10	3	9	20
Closed Ended	45	16	51	20	18	18	14	37	39	11	17	27	22	18	9
Exact Statement	4	13	22	6	4	22	3	29	27	14	13	28	3	9	16
With Extension	22	2	12	2	4	4	2	17	11	0	8	6	2	3	3
E - Fifth															
Open Ended	22	6	26	20	3	5	13	29	5	10	8	2	26	17	7
Closed Ended	21	18	28	43	17	13	11	24	34	19	21	9	29	15	14
Exact Statement	19	12	13	7	4	17	5	9	12	23	19	11	11	9	7
With Extension	8	5	4	5	6	7	2	5	3	9	4	4	3	1	2
TOTAL															
Questions	276	121	401	244	85	155	163	120	283	129	163	176	254	305	163
Restatements	152	73	158	73	50	137	55	120	140	126	134	162	31	99	81

*One classroom site per teacher was observed.